

## **Unit 2/Lesson 9**

### **Lesson Title: Inventions**

**Short Term Goal:** Exploring how new inventions cause people's lives to change.

### **Social Studies SLE's**

**H.6.3.9:** Identify ways in which technology has changed the world (e.g. computers, fax machines, cell phones)

**G.3.3.1** Discuss different types of transportation and communication links between communities.

### **Common Core Standards:**

**CCRL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCRL.3.3:** Describe the characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**CCRI.3.5** Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**CCW.3.1a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

**CCW.3.1b** Provide reasons that support the opinion.

**CCW.3.1d** Provide a concluding statement or section.

**CCW.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

### **Materials:**

<http://library.thinkquest.org/5847/>

[www.firstflight.org/shrine/wright\\_brothers.cfm](http://www.firstflight.org/shrine/wright_brothers.cfm)

[http://www.invent.org/hall\\_of\\_fame/1\\_1\\_search.asp](http://www.invent.org/hall_of_fame/1_1_search.asp)

<http://www.eliwhitney.org/new/museum/eli-whitney>

<http://inventors.about.com/od/fstartinventors/a/HenryFord.htm>

Various books on different inventors

Chart paper

Journeys T294-T312

Journeys CLLG 56-57

## **Direct Explanation/Model**

**What:** We are going to research how different inventions impacted our lives.

**Why:** To explore cause and effect

**How:** We will read informational texts and realistic fiction.

## **Guided Practice**

### **Day 1**

Write the following words on the board: telephone, fire, toothpaste, aspirin, electricity, wheel, gold. Ask students to choose which of the following are inventions.

(Answer: telephone, toothpaste, aspirin, wheel) Ask them why the other things are not inventions? (They are found in nature; people didn't create them.) Which of these items might be considered discoveries? (fire, electricity, gold) Why? (They had already existed in nature when someone discovered them for the first time.)

On the board write: "An invention is..." and ask the class to brainstorm answers. For example, an invention is: something new, something created by a person, something that people use. When this list is complete, ask them to develop a definition of invention. The Merriam-Webster Dictionary defines invention as: "an original device or process."

Ask students to name inventions they can see in the classroom. For each invention, ask them to describe what the invention is used for. As they brainstorm, keep a list on the board or on chart paper. If they point out things that are not inventions, ask them to return to the definition.

Write the following names on the board: Alexander Graham Bell, Thomas Alva Edison, Henry Ford, Orville and Wilbur Wright. Tell students that these are some of the most famous inventors. Ask students if they know what each of them invented and write the invention next to the name.

- Alexander Graham Bell: Telephone
- Henry Ford: Assembly line and the Model T (The first popular car to be sold to many people)
- Wright brothers: Airplane
- Thomas Alva Edison: Light bulb and phonograph, and many others

- Eli Whitney: Cotton gin

Divide student into five groups, each assigned to one of the inventors above. Ask them to answer the following questions. They may use the Web sites below to help them research.

- How does this invention help people?
- How do you think this invention changed the way people live?
- What kinds of things did this person need to know in order to create his invention?
- Would you consider this a successful invention? Why or why not?

Bring the class together and have each group read their answers. What makes all these inventions important?

### **Assessment:**

Student response to the research questions will serve as the evaluation for this lesson.

### **Day 2**

Review concepts discussed in lesson from previous day. Tell students that they are about to read a story about a kamishibai man. A kamishibai man is a Japanese storyteller. Watch the first couple of minutes of the following youtube video:

<http://www.youtube.com/watch?v=jtaj9K8A1cc&feature=related> Stop after the narrator explains how TV changed art of kamishibai. Tell students as they read you want them to think about events in the story that cause other things to happen. Read story and use questions in CLLG p56 to guide discussion. Use minilesson in CLLG p56 to practice concept of cause and effect.

### **Assessment/Evaluation**

In the Reading Log, have students tell how TV changed the life of the Kamishibai man. How did it change the lives of his audience? What do you think these people missed about the Kamishibai man? Use facts from the story to support your answer.

### **Day 3**

Review concepts from previous lessons. Show the students the following youtube video depicting a Kamishabai man: <http://www.youtube.com/watch?v=Pwbk6rzODol> (This video is in Japanese, but it gives an authentic example of kamishabai.) Tell students that they will read a magazine article called “The True Story of Kamishabai”. This article is about the storytelling art called kamishabai and how it has changed over time. What might be your reason for wanting to read this article?

Draw student’s attention to some of the text features and remind them the ways in which they can use these features to aid in their comprehension.

**Assessment/Evaluation**

Have students choose one of their favorite stories or fairy tales. When they have chosen their stories, have them list the key plot points. Then have students write notes about how they can illustrate those plot points. Have students use their notes to design their pictures. Tell students to use their lists as an outline for telling their stories. Have students tell their stories in small groups. This assessment may need to be done over a 2 class periods.